

DIOCESE OF HALLAM SCHOOLS'  
DEPARTMENT



**SECTION 48 INSPECTION REPORT**

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

OUR LADY AND MOUNT CARMEL  
CATHOLIC PRIMARY SCHOOL

School URN	106761
Name of Chairman of Governors	Mrs Claire Browning
Name of Headteacher	Mr Michael D'Rozario
Date of Inspection	12 <sup>th</sup> July 2007
Section 48 Inspector	Mrs Barbara Jarrett

“... an enthusiasm for the things of God.”

## **Introduction**

The Inspection of Our Lady and Mount Carmel Catholic Primary School has been carried out under the requirements of the Education Act 2005, and in accordance with the Diocese of Hallam Framework and Schedule for Section 48 Inspections as approved by the Bishop of Hallam.

The process of inspection in the Diocese of Hallam has been developed as an activity of the Church to support schools in further deepening the quality of Catholic education provided.

## **Description of the School**

Our Lady and Mount Carmel Catholic Primary School is smaller than average and serves the parish of Our Lady and Mount Carmel and Mary Magdalene, taking children from Intake, Wheatley Hills, Wheatley Park and Clay Lane areas of Doncaster. The school is situated close to the parish church. A minority of children from other local parishes also attend the school.

The school serves an area of broadly average social and economic circumstances, and only a small number of pupils are from minority ethnic groups. The proportion of pupils with a statement of special needs is above average and this reflects the inclusive nature of the school. Approximately 75% of the children are baptised Catholics and seven of the eight full time equivalent teachers are Catholics.

## **Information about the school**

<b>Type of School</b>	<b>Primary Voluntary Aided</b>
<b>Age profile of Students</b>	<b>4-11 years</b>
<b>Number on roll</b>	<b>206</b>
<b>Number of Students on Special Educational Needs Register</b>	<b>42</b>
<b>Number of Students with a Statement of Special Educational Needs</b>	<b>5</b>
<b>Number of Catholics on roll</b>	<b>152</b>
<b>Number of Other Christian Denominations</b>	<b>45</b>
<b>Number of other Faiths</b>	<b>5</b>

<b>School address</b>	<b>Sandringham Road, Intake, Doncaster, South Yorkshire DN2 5JG</b>
<b>Telephone Number</b>	<b>01302 349743</b>
<b>Fax Number</b>	<b>01302 739408</b>
<b>Email</b>	
<b>Website</b>	

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

### **How effective and efficient is the provision of Catholic education in meeting the needs of learners?**

The provision of Catholic Education at Our Lady and Mount Carmel Catholic Primary school is outstanding. The school environment supports the needs of learners well and some outstanding displays reflect the care and attention paid to all aspects of the Catholic life of the school.

Leadership is focussed on the provision of high quality Catholic education for all pupils. The governors, headteacher and SMT demonstrate their understanding of the strengths and areas for development through the Self Evaluation Form and School Improvement Plan. They have realistic and well considered plans to achieve their goals and are effective in enlisting the support of the whole school community in supporting their efforts. The quality of the leadership is also evident in the high standards of teaching and learning in the school and the quality of the curriculum which supports this. The children are thus able to make good progress in acquiring appropriate religious knowledge, skills and understanding. The children participate in a range of well prepared and engaging liturgies which make a significant contribution to their spiritual and moral development and to the outstanding behaviour seen throughout the school.

The school has identified the need to improve further the good teaching and learning that already exists. To do this they have a plan of action to embed the new scheme of work and assessment procedures throughout the school. This includes processes necessary for monitoring and evaluating the effectiveness of this development. The governors and staff will continue to seek ways to develop the contribution the school makes to social cohesion through its partnership with a variety of agencies within the local community.

## **The effectiveness of any steps taken to promote improvement since the last inspection**

The last inspection took place in 2001 and the school was advised to develop the strengths of the teaching team, develop assessment and review the time allocated to Religious Education to ensure it met the 10% required by the Bishops' Conference.

There has been a new Religious Education subject leader since the last inspection and some changes in staffing. There is evidence from the inspection of good teaching throughout the school and procedures for ensuring that this is monitored carefully. The RE subject leader gives a clear lead in promoting teaching and learning in RE and is effective in her role of supporting and leading colleagues to develop their skills.

A review of assessment has taken place and new assessment materials are gradually being introduced throughout the school. When these are in place it will give a clear tool for tracking pupil progress. Training for all staff and time for evaluation of these is identified in the RE action plan.

The school has developed cross curricular teaching to promote learning in RE and the curriculum is enhanced considerably through this approach. The school devotes at least the statutory 10% of time to the teaching of RE.

## **The capacity to further deepen the quality of Catholic education**

The capacity to further deepen the quality of Catholic education is excellent. The headteacher, staff and governors have a very clear focus on the provision of high quality Catholic education for all the children in the school. They are effective in their work to promote partnerships locally and nationally to enable the school community to share in the wider mission of the Church.

Parents praise the support the school gives, not just to the children in the school but to the whole family. They are well informed about the work the children do in school and there is an open invitation to attend assemblies and liturgies. The school works well with the parish and regularly leads Mass on Holy Days in the church.

Religious Education is given a high priority in the School Improvement Plan and there is a training day devoted to this area each year. The school allocates sufficient resources to enable priorities to be addressed.

## **THE CATHOLIC LIFE OF THE SCHOOL: LEADERSHIP AND MANAGEMENT**

### **How effective are leadership and management in the development of the Catholic life of the school?**

The effectiveness of leadership and management in the development of the Catholic life of the school is outstanding.

The governors work closely with the headteacher and are well informed and committed to the mission of the school. They have a sub-committee structure which supports their involvement and improves understanding of the school. Each governor has a curriculum link and is invited into school to see teaching of his/her subject. They also regularly visit the school for assemblies and acts of collective worship. They develop their skills through attending Local Authority training and have a dedicated day each year when they address priorities for governor development with the staff. A recent priority for the governors has been the promotion of social cohesion and they are actively seeking training to enable them to develop this focus for the school. The high quality School Evaluation Form and School Improvement Plan show that governors and staff accurately identify areas for development and ensure resources are available to address these areas.

The headteacher has a clear vision of the distinctive nature of a Catholic school which he communicates through words and actions to the whole community. He leads by example through the respect and care he shows to all involved in the school. Parents, staff and governors spoke highly of his role in setting standards in all areas of school life and of the support he gives. The school is fully inclusive and has achieved the standards for the Inclusion Charter Mark Award; this reflects the welcome the school gives to all those in its community.

## **THE CATHOLIC LIFE OF THE SCHOOL: COLLECTIVE WORSHIP**

### **How good is the quality of Collective Worship?**

The quality of Collective Worship is outstanding. It is central to the life of the school, well planned and offers opportunities for Eucharistic and non-Eucharistic liturgy, as appropriate.

Regular assemblies are prepared and led by the children. The week starts with an assembly based on the gospel readings from previous Sunday; in preparing this, the children reflect on how this relates to their lives in school.

The assembly observed was based on a whole school topic on Creation. There was good use of music and visual resources as the children celebrated and reminded us of the precious gift we had been given in God's creation. It was clear that the children are confident and comfortable in taking on this responsibility. Parents have an open

invitation to join the children and many of them come regularly. The parents spoke enthusiastically about the role their children took in collective worship.

Children pray with reverence, enthusiasm and very naturally. Visitors to the school are greeted with “Good morning and God bless you”. The children are familiar with the prayers of the Church and also spontaneous prayer. Children regularly visit the Parish Church to celebrate Mass and lead the liturgy. The parish priest works with the children and RE subject leader to ensure these are joyous occasions in which all children are involved. Parishioners particularly enjoy these masses. On special school celebrations, such as the leavers’ mass, the parish priest says Mass in school.

Sacramental preparation takes place in the parish and the parish priest commended the support given by the school to this important part of the children’s faith journey.

## **RELIGIOUS EDUCATION: ACHIEVEMENT AND STANDARDS**

### **How well do learners achieve in Religious Education?**

Achievement in Religious Education is very good. “Here I Am” and a recently introduced scheme of work from Birmingham both provide good support for teaching and learning in Religious Education. Standards of written work are very high and there is a very good range of opportunities given to the children for developing their skills, both in the subject specific work and through the excellent cross curricular work which goes on. Pupils take pride in their work and are motivated to do well. The children’s thinking and speaking ability is very good and by the time they reach upper Key Stage 2 they are able to respond to challenging questions in this subject. A new assessment tool is being introduced and this will enable the senior management team to gain a clear picture of progress across the school towards the levels of attainment from the National Board of RE Inspectors and Advisors.

## **QUALITY OF PROVISION OF RELIGIOUS EDUCATION**

### **How effective are teaching and learning in Religious Education?**

Teaching and learning are good. The behaviour of the children is outstanding. Lessons are well planned with clear objectives. A cross curricular approach to teaching supports pupils’ interest and enjoyment of Religious Education. Children from every class said they enjoyed their lessons. Lessons observed showed that staff were confident in using a range of teaching styles that motivate the children and engage them in learning. The children are challenged to think about complex moral and theological issues and pupils, particularly in Years Five and Six, showed good understanding of these. ICT was used effectively in a number of lessons observed and evidence confirms that this is usual practice. There is good differentiation and support for children with Special Educational Needs. Marking of work gives children positive feedback on the quality of their work. An

area for development is to ensure that this also tells pupils how to improve their work. This would support and improve the good self-assessment which has been introduced in some classes.

Where it used most effectively, the new scheme supports good teaching and learning. However, to ensure consistently high standards across the school, the subject leader needs to monitor teaching to make sure it does not stifle the creative approach seen in the best lessons.

### **How well does the Religious Education curriculum meet the needs and interests of the learners?**

The effort the school makes to meet the needs and interests of learners is outstanding. The Religious Education curriculum fulfils the requirements of the Curriculum Directory for Catholic Schools and meets the requirements of the Bishop's Conference by devoting more than 10% of teaching time to Religious Education. This is achieved by the very good cross curricular work carried out in school. This makes excellent provision for the academic and personal development of all pupils. By the time they leave the school, pupils have a good understanding of their own faith and also show good insight into, and respect for, the beliefs of others. The staff and governors are working to enhance the work on other faiths with a planned programme of visits and visitors in school. The cross curricular approach enables the children to understand the relevance of their faith to every aspect of their lives. They are encouraged to take responsibility for themselves and others, both through the support older children give to the younger ones and through the contribution of the school council to the wider community with programmes such as eco schools and the CAFOD partnership. There are good opportunities for spiritual development through prayer and liturgy and in Year Six children are given two experiences of retreat.

There are additional programmes of support for the most vulnerable children both within the classroom and in the very successful Rainbows programme. Children talk about how much they enjoy their Religious Education lessons and about how they use the knowledge of their faith to support their work in helping others.

## **LEADERSHIP AND MANAGEMENT OF RELIGIOUS EDUCATION**

### **How effective are leadership and management in raising achievement and supporting all learners in Religious Education?**

The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education is outstanding. The governors, headteacher and senior management team work well together to promote high standards in Religious Education. Religious Education is included in the School Improvement Plan and there is a detailed action plan to support improvements in this area. They also ensure that all learners are able to achieve well. The Religious Education subject leader is enthusiastic and shows a clear understanding of areas of

strength and those which could be developed further. She brings to the role good subject knowledge and the management skills needed to successfully lead this important area. She reads widely and is familiar with a range of publications on Catholic schools and Religious Education. She is actively involved in promoting good practice within the school. She leads staff development through training and communicates well with staff. Teachers welcome the support she gives.

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<b>Summary of Inspection Judgements:</b>	
<b>Overall Effectiveness</b>	<b>Outstanding</b>
<b>The Catholic Life of the School</b>	
How effective are leadership and management in developing the Catholic life of the school?	<b>Outstanding</b>
How good is the quality of Collective Worship?	<b>Outstanding</b>
<b>Religious Education</b>	
How well do learners achieve in Religious Education?	<b>Good</b>
How effective are teaching and learning in Religious Education?	<b>Good</b>
How well does the RE curriculum meet the needs and interests of learners?	<b>Outstanding</b>
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	<b>Outstanding</b>

Further copies of this report are obtainable from Our Lady and Mount Carmel Catholic Primary School or from the Diocese of Hallam Schools' Department, The Hallam Pastoral Centre, St Charles Street, Sheffield S9 3WU Tel: 0114 2566440